

October Cycle - General Provisions	Evidence	LEA Comments	Y	N	NA	DR
<b>1. NCLB Complaint Procedures for Federal Programs (Administrative Manual)</b>						
a. The LEA has NCLB Complaint Procedures	<input type="checkbox"/> NCLB Complaint Procedures are in a uniform format that parents can understand.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The LEA disseminates the NCLB Complaint Procedures yearly to all parents.	<input type="checkbox"/> Newsletters <input type="checkbox"/> Student Handbook <input type="checkbox"/> Newspaper or website (not only source)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The LEA documents complaints and the resolution in a timely manner.	<input type="checkbox"/> Copies of complaints and resolutions <input type="checkbox"/> No complaints on file		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>2. Nonpublic (NCLB, 1120)</b>						
a. The LEA conducts timely consultations (before the LEA officials make any decision that affects the opportunity for private school children to participate) with nonpublic school officials in the project planning stage for Titles I.A, II.A, and III.	<input type="checkbox"/> Completed Public/Private Design for Educational Service (required) <input type="checkbox"/> Completed Nonpublic Participation Forms for Title I.A, II.A & III (do not need to upload) <input type="checkbox"/> Documentation of meetings with nonpublic school officials		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Nonpublic services are delivered in a timely fashion (start of school year).	<input type="checkbox"/> No interruption in services for nonpublic schools for professional development activities <input type="checkbox"/> Third party contracts		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>3. Title X, Part C: McKinney-Vento Homeless Education Program (NCLB, 1113) (applies to all LEAs)</b>						

a. The LEA has documentation available showing a procedure is used by the LEA to survey the enrolled student body and identify those students who are homeless. These efforts are coordinated with school personnel and community agencies.

- ☐ Questions on the student enrollment form (required)
- ☐ Agendas, minutes of meetings, OR other forms of communication with community social and welfare service agencies, shelters, churches, etc. (required)

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b. The LEA identified homeless students enrolled in prior school year. If LEA did not have students enrolled, indicate zero.

- ☐ Number of homeless students enrolled in prior school year as reported in MOSIS. (If 1 or more homeless students are enrolled upload MOSIS Report).

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c. The LEA has board-adopted policies and procedures that ensure there are no barriers to the enrollment, attendance, and success of homeless children and youth.

- ☐ Copy of the policy which is in a uniform format that parents can understand.
- ☐ Copy of Board minutes showing board adoption date of Homeless policy

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d. The LEA has identified a board-appointed district homeless coordinator.

- ☐ Name or position of board-appointed homeless coordinator (required)
- ☐ Copy of board minutes or board-adopted policy showing the appointment of the homeless coordinator. (required)

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e. The local homeless coordinator is familiar with the definition of a homeless child and duties related to the homeless federal statute and other school personnel have been notified that the local homeless coordinator is responsible for these duties.

- ☐ Job description specifying the duties of the homeless coordinator (required)
- ☐ Meeting agendas, sign-in sheets, and minutes of meetings that include staff trainings and attendance, P.D., or other forms of communication notifying school personnel of the duties of the local liaison and needs/rights of homeless students (required).

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f. The LEA has a board-approved process for the resolution of disagreements about eligibility and placement, with procedures for homeless families and youth to appeal decisions made by the LEA, including written explanations, clearly defined processes and provision of services during the appeal.

- ☐ Copy of board-approved process (required)
- ☐ List of disputes addressed, if applicable

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g. Public notice of educational rights of homeless children and youth is disseminated in places where families and youth are likely to be present.

- ☐ Pictures of posters that are displayed (required)
- ☐ Brochures are available

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October Cycle - Title I.A: Improving the Academic Achievement of the Disadvantaged	Evidence	LEA Comments	Y	N	NA	DR
<b>1. Parents Right-to-Know (NCLB, 1111(h))</b>						
- Parents of each student attending a school receiving Title I funds are notified annually, in a uniform format that they can understand, they may request information regarding the professional qualifications of the student's classroom teachers.	<input type="checkbox"/> Newsletter or Student Handbooks from each Title I Building		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>2. School Parent Compact (NCLB, 1118 (d))</b>						
- The LEA provides documentation that each Title I-served school jointly develops and/or annually reviews with parents a school parent compact that outlines how parents, the entire school staff, and students share the responsibility for improved student achievement, as well as the means by which the school and parents will build a partnership to achieve this end.	<input type="checkbox"/> Meeting agendas, sign-in sheets, and minutes of meetings		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>3. LEA Parent Involvement Policy (NCLB, 1118 (a))</b>						

- The LEA has a parent involvement policy, which is reviewed annually with input from parents and distributed to parents and provides for full opportunities for the participation of parents with Limited English Proficiency, parents with disabilities and parents of migratory children. Parent Involvement activities are conducted consistent with the policy.

- ☐ LEA Parent Involvement Policy in a uniform format that parents can understand. (required)
- ☐ Meeting agendas, sign-in sheets, and minutes of meetings (required)
- ☐ List distribution methods (required)

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#### 4. Annual Meeting (NCLB, 1118 (c))

- At the beginning of the school year an annual meeting is convened to inform parents of their school's participation in Title I and to explain Title I requirements and the right of parents to be involved.

- ☐ Meeting agendas, sign-in sheets, and minutes of meetings (required)
- ☐ Newsletters or other announcements (including website, newspaper, and school bulletins)

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October Cycle - Title I.D: Neglected and Delinquent Institution	Evidence	LEA Comments	Y	N	NA	DR
<b>1. Delinquent Institution Plan (NCLB, 1423 and 1425) (Administrative Manual)</b>						
- The LEA has an approved Delinquent Institution Plan and implements activities according to the plan.	<input type="checkbox"/> Written agreement/consultation form includes 11 activities between LEA and correctional facility (required)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

October Cycle - General Provisions	Evidence	LEA Comments	Y	N	NA	DR
<b>1. Migrant Education (NCLB, 1304) (Items a-d apply to all LEAs)</b>						
<p>a. The LEA provides documentation of a procedure to identify and recruit those students who have family members who have been or are engaged in temporary or seasonal agricultural-related work residing in the LEA throughout the school year.</p>	<p><input type="checkbox"/> Separate survey form or question on the student enrollment form (required)</p> <p><input type="checkbox"/> List other identification methods in the comments</p>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>b. The LEA provides documentation they had migrant students enrolled in current or prior school years. If LEA did not have students enrolled, indicate zero.</p>	<p><input type="checkbox"/> Certificate of Eligibility is on file for each migrant student</p> <p><input type="checkbox"/> Number of migrant students enrolled in prior school year as reported in MOSIS. (If 1 or more Migrant Students enrolled upload MOSIS Report).</p>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

c. The migrant education procedure (board adoption is optional) addresses: screening and identification of migrant students, notification to State Migrant and English Language Learner (MELL) Director of the presence of potentially eligible students, completion of family interview form, programs for which migrant students are eligible, and if needed request assistance from the Missouri Migrant Education and English Language Learning program.

☐ Copy of Migrant Education Procedures.

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d. Applies to all LEAs with one or more students identified - If migrant students are identified, evidence is provided that the LEA follows its written procedures. The LEA provides documentation that eligibility determinations are accurate and students receiving services meet the definition of migrant.

☐ Student files

☐ Certificate of Eligibility for each migrant student

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**2. English Language Learners (ELL) (Administrative Memo) (Items a-d apply to all LEAs)**



a. The LEA has a board-adopted policy concerning the education of ELL students that addresses student identification, language assessment, district ELL coordinator, and services.

- ☐ Copy of the policy which is in a uniform format that parents can understand. (required)
- ☐ Board minutes showing board adoption date of policy and name or position of board-appointed ELL coordinator (required)

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b. The LEA has adopted and uses a procedure to survey the enrolled student body and identify students whose first language, home language, or both, is other than English.

- ☐ Home Language Survey
- ☐ Questions on enrollment form

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c. Applies to all LEAs that have at least one ELL student enrolled - The LEA administers the W-APT. The LEA has documentation of administration of the W-APT to all potential ELL students and a district staff member has been trained by MELL staff in the administration of the W-APT.

- ☐ W-APT Results
- ☐ Handouts from W-APT training, names of district representatives who attended MELL-sponsored W-APT training.

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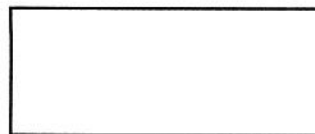
d. Documentation is available showing the LEA had ELL students enrolled in current or prior school year. If the LEA did not have students enrolled, indicate zero.

- ☐ Number of ELL students enrolled in prior school year as reported in MOSIS. (If 1 or more ELL Students are enrolled upload MOSIS Report).

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e. If the LEA has more than 19 ELL students, a full-time, qualified ESOL endorsed teacher has been hired with local funds to serve those students.

- ☐ Class schedules of qualified ESOL endorsed teacher(s)
- ☐ Written description of ELL services



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December Cycle - General Provisions	Evidence	LEA Comments	Y	N	NA	DR
<b>1. Nonpublic (NCLB, 1120)</b>						
- Nonpublic students, teachers, and parents are provided the opportunity to participate equitably in activities. For the Title I program, only private school teachers of Title I participants receive professional development activities paid with Title I funds.	<input type="checkbox"/> Nonpublic Complaint Procedures (required)	<div style="border: 1px solid black; width: 180px; height: 50px; margin: 0 auto;"></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="checkbox"/> Nonpublic students' low income verification (required)					
	<input type="checkbox"/> Nonpublic student academic eligibility criteria and ranking lists (required)					
	<input type="checkbox"/> Nonpublic parental involvement activities, trainings, materials					
	<input type="checkbox"/> Nonpublic School Parent Compacts (required)					
	<input type="checkbox"/> Documentation of nonpublic activities and financial records showing equitable services (required)					
	<input type="checkbox"/> Nonpublic Title I teacher certification/licensure; HQT documentation (required)					
	<input type="checkbox"/> Professional development for Nonpublic Title I teachers (if provided, documentation required)					

December Cycle - Title I.A: Improving the Academic Achievement of the Disadvantaged	Evidence	LEA Comments	Y	N	NA	DR
<b>1. Title I.A LEA Plan (NCLB, 1112)</b> - The LEA provides evidence that the LEA plan included input from teachers, principals, administrators (including administrators of other programs described in Title I.A) and other appropriate school personnel, and parents of children in schools receiving Title I services.						
<input type="checkbox"/> Federal Title I LEA Plan is current (do not need to upload) (required) <input type="checkbox"/> Meeting agendas, sign-in sheets, and minutes of meetings (required)			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>2. Schoolwide Plan (NCLB, 1114)</b> - Each building with a Schoolwide Plan meets the 10 components, implements the activities contained in the plan, reviews and evaluates the plan annually, and any changes have been amended into the plan.						
<input type="checkbox"/> Federal Schoolwide Plan is current (do not need to upload) (required) <input type="checkbox"/> Meeting agendas, sign in sheets and minutes of meetings (required)			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>3. Breakdown of Allocations (BOA) (NCLB, 1112)</b> - Low-income and membership documentation is available for both public and nonpublic schools and matches the data on Step 1 of the BOA on the NCLB Consolidated Application. The LEA uses the same measurement of poverty and enrollment for all attendance areas taken at the same point in time.						
<input type="checkbox"/> Documentation of measurement of poverty (ex: Feb. Cycle Core Data Screen 15) (do not need to upload) <input type="checkbox"/> Documentation of measurement of membership (ex: Feb. Cycle Core Data Screen 16) (do not need to upload)			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4. Neglected Institutions (Administrative Manual) (If applicable)</b> - The LEA has a plan for Neglected funds that describes the program to be implemented.						
<input type="checkbox"/> Title I.A Neglected School Child Form <input type="checkbox"/> Title I.A LEA Plan (do not need to upload)			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>5. Parents Right-to-Know (NCLB, 1111(h))</b> - The LEA provides timely notice to parents of students in Title I served schools if the child has been assigned to be taught, or has been taught for four or more consecutive weeks, by a teacher who is not highly qualified.						
<input type="checkbox"/> Letter(s) notifying parents is in a uniform format that parents can understand.			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>6. School Plan (NCLB, 1118 (b))</b>						

- All Title I school have a parent involvement plan, which is updated periodically with input from parents.

- ☐ Copy (ies) of the Parent Involvement Building Plan(s) which is (are) in a uniform format that parents can understand. (required)
- ☐ Copies of correspondence to parents, flyers, etc. (required)
- ☐ Meeting agendas, sign-in sheets, and minutes of meetings (required)

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#### 7. School Parent Compact (NCLB, 1118 (d))

- The school parent compact describes the school, parent and student responsibility to help ensure student success. Please see example at <http://dese.mo.gov/quality-schools/federal-programs/parental-involvement>

- ☐ One signed school parent compact from each Title I served building.

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#### 8. Highly Qualified (NCLB, 1119)

a. The LEA (whether Title I-funded or not) provides documentation that all teachers teaching core subjects are Highly Qualified for the content area and grade level.

- ☐ Staff assignment report (do not need to upload)

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b. Does the LEA have less than 100% of core content courses taught by teachers who are highly qualified? If yes, the LEA has set aside 5% of Title I funds to help teachers become highly qualified. If no, not applicable. In the comments, explain why a total of 5% is not needed to meet the highly qualified requirement.

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c. All federally funded Title I teacher's (including after school tutoring) are highly qualified at the time of hire for the length of the teachers contract.

- ☐ Staff assignment report (do not need to upload)

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#### 9. Building Principal's Verification of Compliance with Highly Qualified Teachers (NCLB, 1119 (i))

- The building principal of each Title I school annually attests in writing, whether such school is in compliance with meeting the highly qualified teacher and instructional paraprofessional requirements.

- ☐ Signed and dated statement certifying all teachers teaching core subjects and instructional paraprofessionals are highly qualified with a list of exceptions, if applicable.

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#### 10. Paraprofessionals (NCLB, 1119 (c))

a. Title I Targeted Program, paraprofessionals have a minimum of 60 semester hours of college credit with a certified transcript on file, or have taken and passed the ParaPro Assessment or Paraprofessional Assessment.	<input type="checkbox"/> Copy of transcript <input type="checkbox"/> Copy of ParaPro Assessment results <input type="checkbox"/> Copy of Paraprofessional Assessment <input type="checkbox"/> List of Title I Funded Paraprofessionals (required)		○ ○ ○ ○
b. Title I Schoolwide Program, all instructional paraprofessionals have a minimum of 60 semester hours of college credit with a certified transcript on file, or have taken and passed the ParaPro Assessment or Paraprofessional Assessment.	<input type="checkbox"/> Copy of transcript <input type="checkbox"/> Copy of ParaPro Assessment results <input type="checkbox"/> Copy of Paraprofessional Assessment <input type="checkbox"/> List of Title I Funded Paraprofessionals (required)		○ ○ ○ ○
c. The LEA ensures instructional paraprofessionals are under the direct supervision of a highly qualified teacher.	<input type="checkbox"/> Staff assignment report (do not need to upload)		○ ○ ○ ○

There are regulation links for this section.

December Cycle - Title	Evidence	LEA Comments	Y	N	NA	DR
<b>II.A: Teacher and Principal Training and Recruiting</b>  <b>1. Needs Assessment (NCLB, 2122) (Only applicable if II.A funds are used for P.D.)</b>  - A needs assessment for professional development has been conducted within the last three years with input from public and nonpublic staff, including Title I-funded teachers.	<input type="checkbox"/> PD Needs Assessment  <input type="checkbox"/> Educator surveys that indicate needs assessments based on student achievement indicating barriers to student success, teacher retention, and teacher performance	<div style="border: 1px solid black; width: 200px; height: 60px; margin: 10px 0;"></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

February Cycle - General Provisions	Evidence	LEA Comments	Y	N	NA	DR
<b>1. Title X, Part C: McKinney-Vento Homeless Education Program (NCLB, 1113) (applies to all LEAs)</b>						
<p>- The LEA provides comparable Title I.A services to homeless students attending both Title I and non-Title I schools and Title I funds are set aside for homeless children and youth.</p>	<p><input type="checkbox"/> Documentation of Title I services to homeless children in Title I and non-Title I schools.</p> <p><input type="checkbox"/> Breakdown of Allocation Set Aside Amount \$- (do not need to upload)</p>	<div style="border: 1px solid black; height: 60px; width: 100%;"></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



February Cycle - Title I.A: Improving the Academic Achievement of the Disadvantaged	Evidence	LEA Comments	Y	N	NA	DR
<b>1. Coordination and Integration (NCLB, 1112)</b>						
- The LEA provides documentation services are coordinated and integrated with other educational services such as: regular classroom instruction, services for students with Limited English Proficiency, students with disabilities, migratory, neglected or delinquent students, homeless students and Head Start students, etc.	<input type="checkbox"/> Joint planning time	<div style="border: 1px solid black; width: 150px; height: 100px;"></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="checkbox"/> Shared instructional objectives					
	<input type="checkbox"/> Data team meetings					
	<input type="checkbox"/> Individual students plans					
	<input type="checkbox"/> School-wide Plan (do not need to upload)					
	<input type="checkbox"/> Shared lesson plans					
	<input type="checkbox"/> Quarterly objective sheets					
	<input type="checkbox"/> CSIP (do not need to upload)					
	<input type="checkbox"/> Meeting agendas, sign-in sheets, and minutes of meetings					
<b>2. Preschool Education Program (Administrative Manual)</b>						
- The LEA follows one of the recommended curriculum models along with the Missouri Early Learning Goals for its Title I preschool and provides evidence of teacher training.	<input type="checkbox"/> Project Construct Curriculum Model training certificate	<div style="border: 1px solid black; width: 150px; height: 100px;"></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="checkbox"/> High Scope Curriculum Model training certificate					
	<input type="checkbox"/> Creative Curriculum Model training certificate					
	<input type="checkbox"/> Emerging Language and Literacy Curriculum (ELLC) training certificate					
<b>3. Effectiveness (NCLB, 1118 (a))</b>						

- The LEA and school buildings review the effectiveness of school parental involvement activities.

- ☐ Completed parent involvement surveys
- ☐ Completed parent involvement activity evaluations

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#### 4. Targeted Assistance Schools (NCLB, 1115 (c))

a. Title I instructional services, materials and supplies, equipment and facilities are used only by participating students and according to regulations and guidelines.

- ☐ Teacher's class schedules, rosters, and shared lesson plans
- ☐ Professional development records and a list of professional development activities
- ☐ Expenditure report

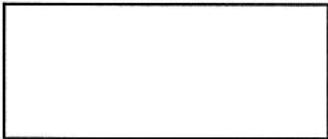
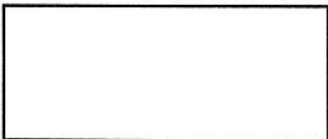
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b. Eligible students are students identified as failing, or most at risk of failing, to meet the State's student academic achievement standards on the basis of multiple, educationally related, objective criteria, except that children from preschool through grade two shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. Homeless children are eligible for Title I regardless of their attendance in a Title I-served building.

- ☐ Eligibility criteria (criteria used, weighting of criteria, and appropriate cut-off score) (required)
- ☐ Master lists of eligible students that have been identified to participate. (required)

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February Cycle - Title I.D: Neglected and Delinquent Institution	Evidence	LEA Comments	Y	N	NA	DR
<b>1. Coordination (Administrative Manual)</b>						
<p>- Written documentation indicates coordination occurs between the LEA and the institution regarding Title I.D services.</p>	<p><input type="checkbox"/> Signed Part 1.D Delinquent Institution Program Assurance</p> <p><input type="checkbox"/> Documentation of one or more of the following: shared instructional objectives, joint planning time, shared lesson plans, quarterly objective sheets, and individual student plans.</p> <p><input type="checkbox"/> Meeting agendas, sign-in sheets, and minutes of meetings</p>					
<b>2. Delinquent Institution Caseload (Administrative Manual)</b>						
<p>- The October caseload data at the institution has been reviewed and verified and agrees with the count submitted on the annual survey.</p>	<p><input type="checkbox"/> Annual Survey of Children in Local Institutions Form Verify counts: resident in October, ages 5-17, institution admission and discharge dates</p>					

February Cycle - Title	Evidence	LEA Comments	Y	N	NA	DR
<b>II.A: Teacher and Principal Training and Recruiting</b>						
<b>1. CSIP/District Professional Development (NCLB, 2123) (Only applicable if II.A funds are used for P.D.)</b>						
a. A CSIP/district professional development plan reflects the needs assessment findings.	<input type="checkbox"/> District professional development plan <input type="checkbox"/> Professional development records including sign-in sheets and purchase orders <input type="checkbox"/> Minutes of professional development committee meetings		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Professional development decisions are based on student achievement data.	<input type="checkbox"/> District professional development plan <input type="checkbox"/> Professional development records including sign-in sheets and purchase orders <input type="checkbox"/> Minutes of professional development committee meetings		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

April Cycle - General Provisions	Evidence	LEA Comments	Y	N	NA	DR
<b>1. Nonpublic (NCLB, 1120)</b>  - The LEA consults with the nonpublic in assessing and evaluating their Title I services annually. During this consultation, the LEA and private school officials determine the standards that are to be used to measure the effectiveness of the Title I program, what assessment will be used to measure the agreed upon standards and what constitutes annual progress for the Title I program.	<input type="checkbox"/> Meeting agendas, sign-in sheets, and minutes of meetings (required) <input type="checkbox"/> Appropriate representation of public and nonpublic school personnel (required) <input type="checkbox"/> Review of student achievement data (required) <input type="checkbox"/> Established baseline and target for measuring progress (required) <input type="checkbox"/> Review of parents' evaluations (required) <input type="checkbox"/> Review of program strengths and weaknesses (required) <input type="checkbox"/> Review school-parent compact (required) <input type="checkbox"/> Documentation of recommendations and revisions (required) <input type="checkbox"/> List the assessment tool _____ (required)	<div style="border: 1px solid black; width: 150px; height: 50px;"></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

April Cycle - Title I.A: Improving the Academic Achievement of the Disadvantaged	Evidence	LEA Comments	Y	N	NA	DR
<b>1. Annual Evaluation Process (NCLB, 1116)</b>						
- The LEA conducts an annual review of Title I activities.	<input type="checkbox"/> Meeting agendas (required) <input type="checkbox"/> Sign in sheet which shows appropriate representation of school personnel and parents (required) <input type="checkbox"/> Minutes of Meetings which reflect: Review of student achievement data, Review of parents' evaluations, Review of program strengths and weaknesses (needs assessment), Review school-parent compact, Documentation of recommendations and revisions (required)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

April Cycle - Title I.D: Neglected and Delinquent Institution	Evidence	LEA Comments	Y	N	NA	DR
<b>1. Annual Evaluation Process (NCLB, 1431) (Administrative Manual)</b>						
a. The LEA conducts an annual evaluation of their prevention and intervention programs for youth who are delinquent or at risk of dropping out.	<input type="checkbox"/> Annual Program Evaluation of Title I.D Form <input type="checkbox"/> Assessment instruments utilized		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The evaluation is used to determine the program's impact on students.	<input type="checkbox"/> Annual Program Evaluation of Title I.D Form <input type="checkbox"/> Assessment instruments utilized		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Participation data is disaggregated by gender, by race/ethnicity, and by age.	<input type="checkbox"/> Annual Program Evaluation of Title I.D Form <input type="checkbox"/> Assessment instruments utilized		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Evaluations use multiple and appropriate measures of student progress (pre/post test data, GED data, high school diploma, vocational services, etc.).	<input type="checkbox"/> Annual Program Evaluation of Title I.D Form <input type="checkbox"/> Assessment instruments utilized		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

April Cycle - Curriculum	Evidence	LEA Comments	Y	N	NA	DR
<b>1. English Language Arts and Mathematics Missouri Learning Standards</b>						
- The LEA is implementing the most current version of English Language Arts and Mathematics Missouri Learning Standards.	<input type="checkbox"/> Date of board adoption of K-12 English language arts curriculum	<div style="border: 1px solid black; width: 200px; height: 60px;"></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="checkbox"/> Date of board adoption of K-12 LEA mathematics curriculum					
	<input type="checkbox"/> English language arts curriculum - electronic access or upload					
	<input type="checkbox"/> Mathematics curriculum - electronic access or upload					